



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: State Street School

SAU: Brewer School Department

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2011-2012 NCLB Report Card



School: State Street School
SAU: Brewer School Department
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	110	108	98	59	59	67	11	48	23	18	108	0	
	2010-2011	116	115	99	70	70	67	15	56	24	5	115	0	0
Female	2009-2010	54	53	98	62	62	71	13	49	19	19			
	2010-2011	61	61	100	72	72	72	18	54	25	3			
Male	2009-2010	56	55	98	56	56	63	9	47	27	16			
	2010-2011	55	54	98	69	69	63	11	57	24	7			
Caucasian/White	2009-2010	102	100	98	63	63	68	12	51	23	14			
	2010-2011	110	109	99	71	71	68	15	56	24	6			
African American/Black	2009-2010	5	5	100			43							
	2010-2011	2	2	100			40							
Hispanic	2009-2010	0	0				59							
	2010-2011	2	2	100			54							
Asian or Pacific Islander	2009-2010	1	1	100			71							
	2010-2011	1	1	100			67							
American Indian or Native Alaskan	2009-2010	2	2	100			64							
	2010-2011	1	1	100			62							
Economically Disadvantaged	2009-2010	44	44	100	39	39	56	<1	39	30	32			
	2010-2011	41	40	98	50	50	56	3	48	38	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	25	23	92	26	26	34	4	22	39	35			
	2010-2011	15	14	93	36	36	29	7	29	36	29			
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	1	1	100			43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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School: State Street School
SAU: Brewer School Department
Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	95	95	100	66	66	72	12	55	23	11	94	1	
	2010-2011	105	105	100	66	66	70	21	45	28	7	103	2	0
Female	2009-2010	41	41	100	85	85	78	20	66	12	2			
	2010-2011	49	49	100	69	69	75	27	43	27	4			
Male	2009-2010	54	54	100	52	52	67	6	46	31	17			
	2010-2011	56	56	100	63	63	66	16	46	29	9			
Caucasian/White	2009-2010	92	92	100	67	67	73	12	55	23	10			
	2010-2011	98	98	100	68	68	71	22	46	27	5			
African American/Black	2009-2010	1	1	100			57							
	2010-2011	5	5	100			48							
Hispanic	2009-2010	1	1	100			70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	0	0				73							
	2010-2011	1	1	100			68							
American Indian or Native Alaskan	2009-2010	1	1	100			62							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	27	27	100	70	70	62	15	56	15	15			
	2010-2011	43	43	100	47	47	60	14	33	42	12			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	14	14	100	29	29	36	7	21	29	43			
	2010-2011	21	21	100	29	29	34	10	19	57	14			
Limited English Proficient	2009-2010	1	1	100			49							
	2010-2011	0	0				46							

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2011-2012 NCLB Report Card



School: State Street School
SAU: Brewer School Department
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	110	108	98	53	53	62	6	46	19	29	108	0
	2010-2011	116	115	99	48	48	60	8	40	28	24	115	0
Female	2009-2010	54	53	98	47	47	62	8	40	23	30		
	2010-2011	61	61	100	46	46	60	7	39	28	26		
Male	2009-2010	56	55	98	58	58	63	5	53	15	27		
	2010-2011	55	54	98	50	50	61	9	41	28	22		
Caucasian/White	2009-2010	102	100	98	57	57	63	7	50	18	25		
	2010-2011	110	109	99	48	48	61	7	40	28	24		
African American/Black	2009-2010	5	5	100			36						
	2010-2011	2	2	100			31						
Hispanic	2009-2010	0	0				45						
	2010-2011	2	2	100			48						
Asian or Pacific Islander	2009-2010	1	1	100			65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	2	2	100			49						
	2010-2011	1	1	100			56						
Economically Disadvantaged	2009-2010	44	44	100	34	34	50	2	32	25	41		
	2010-2011	41	40	98	33	33	48	3	30	30	38		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	25	23	92	26	26	36	<1	26	13	61		
	2010-2011	15	14	93	21	21	31	<1	21	29	50		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	1	1	100			35						

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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	95	95	100	53	53	64	9	43	24	23	94	1
	2010-2011	105	105	100	50	50	61	8	42	21	30	103	2
Female	2009-2010	41	41	100	66	66	64	7	59	17	17		
	2010-2011	49	49	100	45	45	61	10	35	20	35		
Male	2009-2010	54	54	100	43	43	64	11	31	30	28		
	2010-2011	56	56	100	54	54	61	5	48	21	25		
Caucasian/White	2009-2010	92	92	100	53	53	65	10	43	24	23		
	2010-2011	98	98	100	52	52	62	8	44	20	28		
African American/Black	2009-2010	1	1	100			37						
	2010-2011	5	5	100			32						
Hispanic	2009-2010	1	1	100			55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				67						
	2010-2011	1	1	100			59						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	27	27	100	33	33	51	11	22	37	30		
	2010-2011	43	43	100	33	33	47	5	28	28	40		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	14	14	100	21	21	34	7	14	36	43		
	2010-2011	21	21	100	33	33	30	<1	33	10	57		
Limited English Proficient	2009-2010	1	1	100			38						
	2010-2011	0	0				34						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: State Street School
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Grade: 05



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Group	Science Assessment Data																												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																
All Students																													
	2010-2011	104	103	99	62	62	64	7	55	26	12	102	1																
Female																													
	2010-2011	48	48	100	60	60	64	4	56	29	10																		
Male																													
	2010-2011	56	55	98	64	64	65	9	55	24	13																		
Caucasian/White																													
	2010-2011	97	97	100	64	64	66	7	57	26	10																		
African American/Black																													
	2010-2011	5	4	80			32																						
Hispanic																													
	2010-2011	0	0				50																						
Asian or Pacific Islander																													
	2010-2011	1	1	100			68																						
American Indian or Native Alaskan																													
	2010-2011	1	1	100			58																						
Economically Disadvantaged																													
	2010-2011	44	43	98	44	44	53	<1	44	35	21																		
Migrant																													
	2010-2011	0	0																										
Students with Disabilities																													
	2010-2011	21	20	95	25	25	36	5	20	35	40																		
Limited English Proficient																													
	2010-2011	1	1	100			36																						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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School: State Street School
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Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 100	E: 99 M: 99	68	E: 67 M: 73	E: 69 M: 70	100	E: 99 M: 99	E: 99 M: 99	52	E: 45 M: 55	E: 61 M: 61	96	95	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	69	E: 68 M: 73	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	54	E: 46 M: 56	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	99	E: 98 M: 99	E: 99 M: 99	55	E: 49 M: 65	E: 58 M: 58	99	E: 98 M: 99	E: 99 M: 99	37	E: 30 M: 39	E: 48 M: 47			
Students with Disabilities	*	E: 98 M: *	E: 98 M: 98	24	E: 30 M: 18	E: 33 M: 30	*	E: 98 M: *	E: 98 M: 98	21	E: 24 M: 6	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: State Street School
SAU: Brewer School Department



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	7	0	4	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	13

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.